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ABSTRACT

This evaluation report for the Diagnostic and Prescriptive Reading Program provides program description and statistics for fiscal year 1974. Several sections listed as follows, constitute the report: project statistics, dissemination of project information and data, major problem areas, interrelationship of Title I with other federal and state programs, public school participation, non-public school participation, general evaluation of the project, state department of education, project staff development, pre- and in-service training, evaluation of objectives and narrative evaluation, summary, and conclusions. This last section covers topics such as attendance, class participation, behavior, educational and reading achievement, changes in administrative structure, curriculum, and teaching methods, community and parent involvement, recommendations concerning future of Title I projects, and evaluation of Title I in bringing compensatory education to non-public school children. In the appendices are included definitions for Bethel Title I, suggested standards for student aides, and a Bethel Primary Evaluation Chart. (AM)

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TITLE I, ESEA, EVALUATION REPORT

FY 74

Bethel Primary School

Bethel, Alaska

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EDUCATION & WELFARE
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Robert E. Shore, Ed.D.

July 1, 1974

UD 015429

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C. Suggested Standards for Student Aides
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F. Bethel Primary Evaluation Chart

TITLE 1, ESEA, EVAULATION REPORT, FY 74

ool District Alaska State Operated Schools Date 7/1/74

son Completing Report Robert E. Shore, Ed.D.

PROJECT STATISTICS

a. Project No. in FY 74 Not available Project Title Bethel Elementary Title I Diagnostic and Prescriptive Reading Program

b. Type of project: Regular term x Summer term _____ Both _____

c. Average number of hours per week 40 Number of weeks per project 36

d. Grade levels included in project K-3

e. Total amount of Title I funds allocated $ 65,300.00 (as of 1/25/74)

f. Total amount of Title I funds obligated $ Not available

g. Total number of pupils participating in this project 65

h. Cost per pupil (Item f divided by item g) Not available

DISSEMINATION OF PROJECT INFORMATION AND DATA

Indicate the frequency (use numbers) each of the applicable techniques listed below was used to disseminate information to your community concerning your Title I activities. Enclose sample pictures, news articles, newsletters or publications with this report.

a. 1 News releases and feature stories in the press
b. 2 Presentation of information and data via radio
c. 4 Special radio coverage of the project
d. _____ Presentation of information and data via television
e. _____ Special television coverage of the project
f. _____ Newsletters to staff members
g. Wkly Presentation of information and data to staff members
h. 4 PTA meetings
i. _____ Presentations in public meetings and community groups
j. _____ Brochures and/or pamphlets
k. 2 Conducted tours
l. 1 Open house
m. _____ Publications in professional journals
n. _____ Publications for local community groups
o. _____ Descriptive reports to other schools
p. _____ Descriptive reports to State Department of Education
q. 4 In-service training (workshops, seminars, etc.) for Title I staff & non-Title I staff
r. _____ Other (specify)

II. MAJOR PROBLEM AREAS

A. If you encountered any problems in initiating and implementing the Title I Project, check as many items below as apply

_____ Limitations imposed by federal and state regulations and guidelines
_____ Identification of pupil needs
_____ Designing of project(s) to meet pupil needs
_____ Inadequate planning time
_____ Cooperation with non-public schools
_____ Excessive paper work
_____ Inability to obtain qualified staff*
_____ Pre-service and/or in-service training of staff
_____ Shortage of administrative staff to plan and supervise the project
_____ Lack of school facilities or space for carrying out the project
_____ Inability to secure equipment, material and supplies in time
_____ Delay between submission and approval of project
_____ Delay in financial payments
_____ Inadequate Title I funds
_____ Lack of appropriate evaluation devices
_____ Other (specify)

*If you were unable to obtain qualified staff, indicate the number and type(s) of personnel unobtainable _____

B. List suggestions or recommendations that may alleviate any or all of the major problems checked (use back of page if needed).

INTERRELATIONSHIP OF TITLE I WITH OTHER FEDERAL AND STATE PROGRAMS

A. If funds or services from other ESEA Titles or from other local, state or federal programs or agencies were used in cooperation with the Title I funds, check as many of the sources of supplementary assistance to this Title I project as apply. 3

____ ESEA Title II
____ ESEA Title III
____ ESEA Title V
____ ESEA Title VI-A
____ Education Professional Development Act V B-2
__x__ Career Opportunities Program
____ U. S. Department of Agriculture Food Program
____ Follow Through
____ Head Start - OEO - Community Action Agency
____ Neighborhood Youth Corps - OEO - CAA
____ NDEA Title III
____ NDEA Title V-a
____ Vocational Education Act of 1963
____ George Barden Act
____ Smith Hughes Act
__x__ Teacher Corps
____ Job Corps
____ Johnson O'Malley Funds (JOM)
____ State Social & Welfare Agencies
____ Federal Social & Welfare Agencies
____ Medical Aid to Indigent Families
__x__ Other (specify) Public Law 89313 Indian Education Act Funds

B. For each item checked above, describe briefly how Title I activities were being supplemented by the program or agency. (Insert additional page if needed or use other side.)

COP and Teacher Corps participants assisted in the primary program.

Services of Mr. Bob Graham were used under Public Law 89313.

PUBLIC SCHOOL PARTICIPATION

Indicate the number of public school students that actually participated in approved projects. (Each child should be counted only once even though he participated in more than one activity or service.)

A. Not enrolled in any school (Pre-K, K, dropouts, etc.) -0-

B. Enrolled in public school (K-12) 65

C. Total of A and B 65

NON-PUBLIC SCHOOL PARTICIPATION

A. How many non-public schools operate in your school district? -0-
What grades are included? _____
Total enrollment in non-public schools _____

B. Did non-public schools participate in Title I? Yes _____ No _____

C. If non-public school children participated in your Title I project give the number of participants. _____

GENERAL EVALUATION OF THE PROJECT

Check the one statement that most appropriately describes the overall evaluation of the impact of this project.

x The project activities and services were designed to meet the educational needs of educationally deprived children, and were sucessful.

_____ The project was successful, but the limited Title I funds did not adequately fund the project.

_____ The project had very little impact in raising the level of educational attainment of educationally deprived children participating in the program.

_____ The project activities and services were not appropriate and are in need of revisions.

_____ The project activities and services helped all the children rather than focusing on educationally deprived children.

STATE DEPARTMENT OF EDUCATION

A. Number of visits by State Department of Education personnel to Title I projects 1.

B. Indicate the purpose and the number of visits: planning _____, program development _____, program operation 1, evaluation _____, other (specify) _____.

PROJECT STAFF DEVELOPMENT -- PRE-SERVICE AND IN-SERVICE TRAINING
(required by law when aides are used in a Title I ESEA project)

A. Approximate amount of Title I funds used for pre-service and/or in-service training $ 2,900.00

B. Approximate amount of local funds used for pre-service and/or in-service training $ -0-

C. Approximate number of hours spent on pre-service and/or in-service training 80

D. If consultants were used for either pre-service or in-service training indicate the numbers following the appropriate item.

Member university or college staff	
Specialists from school staff	2
State Department of Education personnel	1
Principals	
Administrators	
Supervisors	
Other (specify) Private educational consultant	2

E. Give the number receiving training during summer and/or school year.

1. Teachers 18
2. Aides 15 (tutors)
3. Other -0-

F. Briefly describe the pre-service/in-service program:

August pre-service conducted by Title I staff.
Followed elements of promising practices checklist and specific instructional components of conflict chart. See pp. 36-38.

November 26-30. Robert E. Shore followed elements of promising practices checklist and conflict chart. See pp. 36-38.

January 29-31. Aide Training Workshop. See Appendix B.

February 1-4. Rosemary Peterson, Anchorage consultant.
No statement of purpose or feedback available.

Extensive inservice throughout year by Title I staff.
See teacher training section of this report, pp. 23-46.

X. EVALUATION OF OBJECTIVES

To what extent did the project show progress in achieving its objectives? List the major specific objectives. Check one description for each objective.

	Substantial Progress	Some Progress	Little or No Progress
1. To modify the behavior of 100% of at least eight target teachers in meeting students' individual needs as measured by questionnaires, observations, reports, and other data.	X		
2. To improve the attitudes of at least 75% of 70 target students towards school as measured by attendance, class participation, and behavior in school.	X		
3. To coordinate and or help coordinate the efforts of all target teachers with the school nurses, Dr. Hurwitz from Bethel P.H.S., at least 15 community tutors, Special Services, and school community facilities, as measured by schedules, observations, reports, memos and other data.	X		
4. To coordinate the visiting of 100% of target students' homes and establishing or reinforcing of communication between home and school as measured by observations, reports, questionnaires, letters, and other data.	X		

V. EVALUATION OF OBJECTIVES (contd.)

	Substantial Progress	Progress	Little or No Progress
4. To improve the scores for at least 75% of nonreading target students in all deficient categories as measured by the Slingerland tests.		X	
6. To improve the reading skills for 50% of the target pupils by at least one year during the project period (Sept.-May) as measured by the Scott-Foresman level tests.	X		

For each objective listed above explain briefly any substantial evidence showing how you arrived at your conclusion.
EXAMPLE: Percentages, teacher ratings, test results, etc.

1. The data contained in section d. are offered as good evidence of the achievement of this objective.

2. The records of attendance, class participation, and behavior contained in section a. support an affirmative view relative to the achievement of this objective.

3. The record of community and parent involvement as contained in section e. (i.e., record of numerous meetings, Parent Advisory Council notes, Lucy Crow log, etc.) is evidence of attainment of this objective.

4. The record of teacher home visits and documentation of home visits in the Lucy Crow log support the conclusion that this objective was attained. Much improvement over previous year.

5. Summary data in Table IV indicate that although the 18 Grade One target students in the Slingerland group did not improve in all deficient categories as measured by the Slingerland tests, 100% of the students did improve in at least four of the seven Slingerland categories.

6. Summary data in Table V indicate that the Bethel Primary staff achieved a higher percentage (61%) of target students who advanced one year or more in the new Scott-Foresman levels program than was anticipated originally.

NARRATIVE EVALUATION SUMMARY AND CONCLUSIONS

a. Describe briefly any significant changes in the pupils participating in the project such as achievements, attendance, participation in school activities, behavior, attitude, etc. Include solid data with this report.

Goal II for Bethel Primary Title I states: To improve the attitudes of at least 75% of 70 target students towards school as measured by attendance, class participation, and behavior in school.

Attendance

The 1973-74 school year at Bethel Primary School was a good year. This is reflected in the low absentee rate for Title I target students. See Table I. As might be expected, absenteeism for first graders tended to be the highest of the primary grades. The evaluator is interpreting a primary school total target group absentee percentage range of 1.2 to 13.1 as low for two reasons:

1. The various group absentee rates were pushed upward dramatically by a few individuals.

2. The home situations of many target students presented many obstacles so that regular school attendance was continually threatened. Target students overcame great odds to attend school regularly.

In spite of home and general environmental handicaps, target students had a low absentee rate. The evaluator believes that the success-oriented Bethel Primary Title I Program generated good school attendance for the majority of students.

Class Participation

Class participation for approximately 38% of the first grade target students was in the direction of inactivity for both fall and spring. See Table II. Lethargic indifference and disruptive behavior were the two main descriptions given by teachers to portray inactive children. The evaluator believes that the two extremes of lethargic indifference and student disruption resulting in inactivity at the first grade level were a function of teacher personality and classroom management. Approximately 29% of the first grade target students were listed as interested but had difficulty learning.

Approximately 67% of the first grade target students started the year on the inactive side of the scale. Approximately 62% finished the year on the active side of the scale.

At the second grade level class participation for approximately 63% of the target students was nil in the fall; only one student was considered disruptive. See Table II. By spring 75% of the target students were

rated as active and involved. Of the inactive group only 12.5% of the students (2) were considered indifferent and none was considered disruptive. It is interesting to note that 37.5% (6) of the target students started the year on the active side of the scale. In the spring 50% of the target second graders were considered to be interested but had difficulty learning.

In the fall approximately 67% of the third grade target students were described as inactive; the majority of the inactive students were considered naturally quiet and unproductive.

By spring 72% of the third grade target students were listed on the active side of the class participation scale. In the spring ratings only two students were considered indifferent and two were considered naturally quiet and unproductive. None was considered disruptive in fall or spring.

Behavior

The Bethel Primary Behavior Record is positive. Even though fall ratings are lacking for one first grade group and for one third grade group, the evaluator believes that the spring ratings are a good index of student and teacher gains relative to behavior. On site observations of classrooms by the evaluator confirm this belief. Study of the Grade One Behavior Record and the Grade One Class Participation Record leads the evaluator to believe that teacher attitudes toward students were the least positive at the first grade level. Study of both records at the third grade level lead one to believe that attitudes toward students were the most positive at this level. See Table III for behavior record.

Summary

It is important to note that while each index of class behavior and class participation is a result of student functioning, each index is also a function of teacher bias and management.

In conclusion, the attitudes of at least 75% of the target students towards school were improved as measured by attendance, class participation, and behavior in school

TABLE I

BETHEL PRIMARY ATTENDANCE RECORD

Grade	Target Enrollment	Total Days Absent	Percent of Absenteeism*
1	5	93	10.9
1	8	178	13.1
1	8	167	12.3
2	16	289	10.6
2	2	28	8.2
2	1	12	7.1
3	13	234	10.6
3	3	6	1.2

*Based on a 170-day school year

Reasons for absences (typical comments):

Unexplained
Illness
Family chores
Skipping
Home problems
Trip to another village
Babysitting

TABLE II

BETHEL PRIMARY CLASS PARTICIPATION RECORD

Target Students	INACTIVE: Lethargic Indifferent Unproductive	INACTIVE: Disruptive	INACTIVE: Naturally quiet Unproductive	INACTIVE: Other	ACTIVE: Naturally quiet Productive	ACTIVE: Interested but has difficult time	ACTIVE: Verbal Productive	ACTIVE: A Leader
Grade 1								
1		x		o [1]				
2	x o							
3								
4	x	o				x o		
5		x		o [2]				
Grade 1								
1	x			o [3]				
2					x o			
3						x o		
4	o		x					
5			x			o		
6					o	x		
7		x					o	
8				x o [4]				
Grade 1								
1						x o		
2		x o						
3	x o							
4			x			o		
5						x o		
6			x o					
7		x o						
8	x o							

Fall represented by x; spring represented by o.

1) Verbally productive, disruptive
2) Active, interested, productive, sometimes disruptive
3) Immature, just not ready for 1st grade
4) School was a joke first semester; now working very well, productive and quieted down

BETHEL PRIMARY CLASS PARTICIPATION RECORD (Corrected)

	INACTIVE				ACTIVE		
Target Students	Lethargic Indifferent Unproductive	Disruptive	Naturally quiet Unproductive	Other	Naturally quiet Productive	Interested but has difficult time	Verbal Productive	A Leader
Grade 2								
1	x o[1]							
2			x o					
3			x			o		
4			x		o			
5			x o[2]					
6	x o							
7			x o					
8						x o		
9					x	o		
10					x	o		
11					x o			
12						x o		
13							x o	
Grade 2								
1	x					o		
2		x				o	o	
Grade 2								
1			x			o		

Fall represented by x; spring represented by o.

1) Some, but very little progress
2) Did make progress

BETHEL PRIMARY CLASS PARTICIPATION RECORD (contd.)

	INACTIVE				ACTIVE			
Target Students	Lethargic Indifferent Unproductive	Disruptive	Naturally quiet Unproductive	Other	Naturally quiet Productive	Interested but has difficult time	Verbal Productive	A Leader
Grade 3								
1						x o		
2						x o		
3			x			o		
4	x o							
5			x		o			
6			x		o			
7					x		o	
8			x		o			
9			x			o		
10					x		x	
11	x					o		
12			x				o	
13			x		o			
14			x		o			
15			x		o			
Grade 3								
1			x o					
2			o			x		
3	o					x		

Fall represented by x; spring represented by o.

TABLE III

BETHEL PRIMARY CLASS BEHAVIOR RECORD

Target Students	Behavior Ratings: Poor	Fair	Good	Excellent	Comments
Grade 1					
1	x	o			Disruptive, can't sit still, no concentrati
2	x	o			No interest
3			x o		
4		o	x		
5	x		o		Hostile, aggressive to classmates
Grade 1					
1		x o			Students 1, 3, 4, and 5 are not disruptive
2			x o		but rarely participate in group activities.
3		x o			Students 1, 3, and 4 are off in their own
4		o	x		world most of the time unless they are
5		o	x		working with an adult with two or three
6			x o		other children.
7	x		o		
8	x		o		
Grade 1					
1				o	
2		o			Daydreams a lot.
3		o			
4			o		
5			o		
6			o		
7		o			
8		o			

Fall represented by x; spring represented by o.

BETHEL PRIMARY CLASS BEHAVIOR RECORD (cont'd)

Target Students	Behavior Ratings: Poor	Fair	Good	Excellent	Comments
Grade 2					
1		x	o		
2		x	o		
3		x o			
4		x	o		
5		x	o		
6		x	o		Generally the children are very well behaved. Few are disruptive.
7		x	o		
8			x o		
9		x o			
10			x		
11		x	o		
12			x o		
13			x o		
14		x o			
15			x o		
16			x o		
Grade 2					
1				o	
2		o to	o		
Grade 2					
1			o		

Fall represented by x; spring represented by o.

BETHEL PRIMARY CLASS BEHAVIOR RECORD (cont'd)

Target Students	Behavior Ratings: Poor	Fair	Good	Excellent	Comments
Grade 3					
1		o			
2		o to	o		After a parent conference this student
3			o		has improved
4			o		
5				o	Very non-committal
6			o		
7				o	
8			o		
9				o	
10				o	
11		o to	o		After parent conference has improved
12			o		
13				o	
14			o		
15				o	
Grade 3					
1		x		o	
2		x o			
3		x	o		Sometimes excellent

Fall represented by x; spring represented by o.

b. Discuss the effect Title I has had upon the educational achievement of educationally deprived children in your school. Include or attach available data supporting the effects. Show evidence, even though there is no gain.

Goal V for Bethel Primary Title I states: To improve the scores for at least 75% of nonreading target students in all deficient categories as measured by the Slingerland tests.

Only 11% (2) of the students mentioned above improved in all deficient categories on the Slingerland tests. Eighty-nine percent (89%) of the students in this target group of eighteen failed to show improvement in one of two sub-tests--Copying or Visual Perception-Memory. The majority in this percentage did poorly on both Copying and Visual Perception-Memory.

Although the eighteen Grade One target students in the Slingerland group did not improve in all deficient categories as measured by the Slingerland tests, 100% of the students did improve in at least four of the seven Slingerland categories.

In conclusion, the effect of Title I upon the educational achievement of the educationally deprived children in Bethel Primary School in the Slingerland test group (N=18) has been very small. However, the effect of Title I upon the educational achievement of the educationally deprived children in Bethel Primary School in the Scott-Foresman levels test group seems to be great (see Table V). For further documentation of student achievement in the new Scott-Foresman levels tests see Comments By Reading Coordinator (p. 45).

TABLE IV

PRE-TEST AND POST TEST RESULTS FOR TARGET STUDENTS IN GRADE 1
SLINGERLAND PRE-READING SCREENING PROCEDURES
TO IDENTIFY FIRST GRADE ACADEMIC NEEDS

rget dents	Visual Discrim. of Letters	Visual Discrim. of Word Forms	Visual Percep. - Memory	Copying	Visual Percep. - Memory	Auditory Discrim.	Alphabet
orte							
1 (pre)	L	M	M-	L	[illegible]	M-	L
(post)	M	M-	M+	L	L	M	M-
2	H	M	L	L	L	M	L
	H	M+	H	L	M+	H	H
3	M-	L	M-	L	L	M	L
	M+	M-	M-		M-	M-	M+
4	M+	M	M	L	M-	M-	M-
	M	M	M	L	L	M-	H
5	M+	M+	M	L	L	M+	M-
	H	M+	H	L	L	M	M+
6	H	M	M	L	M	H	M-
	H	M+	M+	M	M-	H	H
earmon							
7	H	H	H	L	L	M	M
	H	H	H	M-	M	M+	H
8	M	M-	H	L	L	M+	M-
	M-	L	M-	L	L	H	H
9	M+	M+	L	L	L	M+	L
10	H	M+	M-	L	L	M	L
	H	H	M-	L	M-	L	M
11	M+	M	M	L	L	M+	M
	H	M	H	L			
12	M+	M-	L	L	L	M-	L
	H	M+	M	L			
13	M+	M	M				
	H	M+	M+	M-	M-	M	H

re-Test and Post Test Results For Target Students In Grade 1
ingerland Pre-Reading Screening Procedures To Identify First
rade Academic Needs (contd.)

et nts		Visual Discrim. of Letters	Visual Discrim. of Word Forms	Visual Percep. - Memory	Copying	Visual Percep. - Memory	Auditory Discrim.	Alphabet
	(pre)	M-	L	M	L	L	M	M+
	(post)	H	H	H	L	L	H	H
		M+	M	M	L	L	M	L
		H	H	H	L	L	H	H
		M-	M-	M	L	L	M	M+
		H	M+	M+	L	L	M+	H
		M+	M	M-	L	L	M	M-
		M+	M+	H	L	L	M+	H
		M+	L	M	L	L	M-	L
		H	H	H	M+	M	H	H

ngerland Rating
n

c. Give objective evidence of the impact of Title I on the reading achievement levels of educationally deprived children. Include data with this report.

al VI for Bethel Primary Title I states: To improve reading skills r 50% of the target pupils by at least one year during the project riod (Sept.-May) as measured by the Scott-Foresman levels tests.

e impact of the Title I program on the reading achievement levels the educationally deprived children at Bethel Primary School s great. The September, February, and May achievement levels r the target students are given in Table V. Sixty-one percent 1%), or 38 out of 62 students, moved ahead at least one year in e new Scott-Foresman levels program. Some target students advanced re than one year. Tests for level advancement were administered the Reading Coordinator. Students had to get 75% to 80% of the st items right before being passed for advancement. (See Comments Reading Coordinator, p. 45.) One year of improvement is defined follows: A student must move at least three steps from an initial int. Examples of one year of growth are movement from: Level 1 4, Level 2 to 5, Level 3 to 6, etc.

is concluded that the Bethel Primary staff achieved a higher rcentage of target students who advanced one year or more in the w Scott-Foresman levels program than was anticipated originally. ble V shows the movement of target students through the reading vels following the passing of the new Scott-Foresman levels tests the 75% to 80% accuracy range. Although Grade One target students d not meet the one year growth criterion, their growth can be nsidered to be very good in a rigorous program.

TABLE V

RECORD OF PROGRESSION OF STUDENTS THROUGH
THE NEW SCOTT-FORESMAN PRIMARY READING LEVELS
IN APPROPRIATE PLACEMENT CONTINUOUS PROGRESS PROGRAM

Target Students	Teacher	Grade	Reading Levels (Grade 1: 1-4; Grade 2: 5-8; Grade 3: 9-12) September	February	May
1	Brown	1	0	2	2
2			0	2	2
3			0	2	2
4			0	2	2
5			0	2	2
6	LaPorte	1	0	2	2
7			0	2	3
8			0	2	3
9			0	2	3
10			0	2	2
11			0		3
12			0	3	3
13					
14	McDearmon	1	0	2	
15			0	2	
16			0	2	
17			0	2	2
18			0	3	3
19			0	3	3
20			0	2	2
21			0	2	2
22	Haddix	2	1	3	4
23			1	4	5
24			1	3	5
25			1	4	5
26			1	4	5
27			1	3	4
28			1	3	4
29			1	5	6
30			1	5	7
31			1	7	7
32				6	7
33			1	7	8
34				3	4
35			1	5	7
36			1	5	7
37			1	5	6
38			1	4	withdrew
39			1	4	5
40			1	5	7
41			1	5	6

Record of Progression of Students Through
the New Scott-Foresman Primary Reading Levels
in Appropriate Placement Continuous Progress Program (contd.)

Pupil Students	Teacher	Grade	Reading Levels (Grade 1: 1-4; Grade 2: 5-8; Grade 3: 9-12) September	February	May
42	Lundy	2	3		withdrew
43			3		5
44			3		4
45			3		4
46	Kashatok	3	3	6	6
47			3	7	8
48			3	7	7
49			3	7	8
50			3		7
51			3	6	7
52			3		7
53			3		7
54			2	6	8
55			2		7
56			2		7
57			2	6	7
58			3		7
59	Winters	3	5		8
60			5		8
61			5		8
62			5		withdrew
63			2		5
64			3		7
65			2		7

d. What changes have been made, or are you planning in this Title I project (i.e., administrative structure, curriculum, teaching methods, non-public schools, services to the pupils and/or community, etc.)?

al I for Bethel Primary Title I states: To modify the behavior 100% of at least eight target teachers in meeting students' dividual needs as measured by questionnaires, observations, ports, and other data.

e Bethel Primary School staff professional development program is mmarized in the checklist entitled "Anticipated Observable and asurable Promising Classroom Practices." Feedback from teachers lative to the checklist criteria is found in the section entitled eacher Interview: Evaluator's Notes and Comments." Teacher match th the criteria was fair to excellent. These data are documentation educational change at Bethel Primary School.

e Instructional Programs Conflict Chart illustrates the conflict thel Primary teachers experienced in developing classroom manage-nt systems to individualize instruction. The Bethel teachers did tter than most educators in resolving the instructional approach nflict.

anges in teaching methodology, curriculum, and educational point view are documented by the following interview data:

Comments By Resource Teachers
Comments By Some Remarkable Tutors and Aides
Comments By Reading Coordinator

n the basis of interview data, evaluator observations of checklist riteria implementation, and student achievement it is concluded hat Goal I for Bethel Primary Title I Project was achieved.

BETHEL TITLE I PROGRAM

Bethel Title I Program is based upon needs as articulated by the unity: self and cultural awareness, and basic communication lls in Yupik and English. The program draws its philosophical e from the ideas of Piaget, Skinner, Rogers, Dewey, Neill, berman, and the Plowden Report relating to open classroom opera- ns in England. Its definition of education is one that involves rocess of communication wherein individual needs are met. The ultant meld of ideas has formed the conceptual framework for a gram trying to balance the best of many philosophies:

cognitive development within the context of personal-emotional development;

the use of specific behavioral objectives;

the provision of many options for the student;

freedom of choice--adult direction;

teacher directed lessons--independent student problem-solving;

learning by doing--learning by abstracting;

use of manipulatives--use of pencil and paper;

involvement of community and parents stemming from the belief that most learning takes place outside of school;

development of an innovative and dynamic school program in the belief that school can make a difference;

emphasis on the process of learning while attempting to develop relevant content;

working with students within the context of modifying teacher-school behavior.

hope to attain classrooms in which the teacher acts as a resource rson and consultant to the students, who will take more and more of he responsibility for their education. Within this framework, aterials in the classroom will be used to help each student with is particular learning needs at a particular time.

he attached program objectives should be viewed as foci to evaluate ome parts of the program. These objectives will only be valid if he people working with the program feel successful in the attempts o create a happy, learning child.

le Curda, Title I Coordinator
at Eisenbart, Reading Teacher
arol Hooker, Reading Teacher
andy Dobnik, Secretary-IMC Clerk
Lucy Crow, Community Liaison
Lela Sentis, Math Teacher
Gayle Meade, Reading Teacher
Hetty Barthel, Reading Teacher

ORGANIZATIONAL OBJECTIVES

BETHEL TITLE I FY 74

I. To act as a change agent for the schools while trying to integrate with on-going school programs.

II. To coordinate and/or help coordinate community and school relations.

III. To draw upon state and national resources while publicizing local school programs.

cc: Title I Elementary Staff
J. Zuelow
V. Etter
L. Winters
Title I High School Staff

GOALS FOR BETHEL PRIMARY TITLE I

K-3 1973-74

I. To modify the behavior of 100% of at least eight target teachers in meeting students' individual needs as measured by questionnaires, observations, reports, and other data.

II. To improve the attitudes of at least 75% of 70 target students towards school as measured by attendance, class participation, and behavior in school.

III. To coordinate and or help coordinate the efforts of all target teachers with the school nurses, Dr. Hurwitz from Bethel P.H.S., at least 15 community tutors, Special Services, and school-community facilities as measured by schedules, observations, reports, memos and other data.

IV. To coordinate the visiting of 100% of target students' homes and establishing or reinforcing of communication between home and school as measured by observations, reports, questionnaires, letters, and other data.

V. To improve the scores for at least 75% of nonreading target students in all deficient categories as measured by the Slingerland tests.

VI. To improve the reading skills for 50% of the target pupils by at least one year during the project period (Sept.-May) as measured by the Scott-Foresman level tests.

MEMORANDUM

ALASKA

Peter Wood
Alaska State Operated Schools
550 International Airport Road
Anchorage, Alaska 99502

DATE November 16, 1973

Pat Eisenbart
Title I
Bethel Primary School
Bethel, Alaska 99559

SUBJECT Release Time

Attached is rationale for changing to half days (for use of release time), objectives we will meet, and a schedule for meeting the objectives. If anything is not in order, please let me know.

We feel this will really work here because of the people on the staff. Dale Curda, our Title I coordinator, spent the Summer taking a course from Dr. Shore and is really up on what's happening along the individualized program line. I have had course work in diagnosis and prescription. We think we can put it all together to develop a really individualized program at Bethel. The teachers are really up for it. Hope it goes.

The Middle School teachers will send their proposal as soon as possible. We would like ours to be processed immediately since Dr. Shore will be in Bethel the last week in November.

Thanks for your help.

Pat

cc. James Zuelow
LaVerne Etter
O A. Weinberg
Dale Curda
Susan Murphy
Robert Shore

USE OF RELEASE TIME

chools which do not produce self-directed citizens have failed eryone--the student, the profession, and the society they are signed to serve. We live in a world in which there is no nger a common body of information which everyone must have. e information explosion has blasted the notion that we can feed l students the same diet. The production of students with creasing uniqueness cannot be achieved in an autocratic atmos- ere where all decisions are made by the teachers and administra- on while students are reduced to passive followers of the tablished patterns. Authoritarian schools are as out of date the world we live in as the horse and buggy."

e above statement by Arthur Combs of the University of Florida but one argument for the use of a learning center approach to ucation in the Bethel Elementary School. From Dr. Robert Shore gleaned the following:

"Instructional programs in reading and language arts should be based upon a specific sequence of instruction.

A diagnostic scheme should be used in an individualized reading and language arts program.

Learning activities in the classroom should be used as interventions for the learner.

Student growth should be measured and recorded daily in an organized manner for easy effective planning.

Students should be organized in learning stations with a flexible schedule.

The structures and processes of language arts and reading should be presented to children in a prepared saturated environment.

Students should find many game strategies available in reading and language arts skills mastery.

Interventions should be concrete, multi-sensory and manipulative."

arshall McLuhan said, "The medium is the message." John Dewey aid, "We learn what we do." The theoretical bases and research- ested bases of Dr. Shore's thesis are as follows:

1. "Learning and development are not the same; they are not synonymous. Children learn because of developmental stages. Children learn as a result of growth through a hierarchy."

"Piaget maintains that children seven to eleven years of age are in the stage of 'concrete operations'; therefore, these children learn best through concrete operations. They need to use all the senses; they need to manipulate. They learn what they bump into."

2. "Children learn best when they are self-regulated. They must make choices about what they are to learn. Children should initiate learning, make plans after study initiation, and complete work in a self-paced manner."

3. "Children learn more when they build upon language experiences. Many children cannot 'hook up' with commercial materials."

The changing role of the teacher to resource and consultant makes it mandatory that a solution to the problem of classroom diagnosis be found. The modern school with its philosophy of "appropriate placement continuous progress" requires classroom management which results in the collection of data about individuals during the school day, not after the school day. The approach to diagnosis should be one of creating diagnostic experiences for individuals in a saturated environment emphasizing PROCESS. The teacher should function as a facilitator of learning while developing a diagnostic style. Strategies used by a teacher with a diagnostic style involve and/or include TRUST, REWARDS, MULTI-SENSORY ACTIVITY, MANIPULATION, RELEVANCE, and PROCESS. Assumption: Teachers who in any way identify and address specific strengths and weaknesses will create student gains otherwise not possible."

A curriculum based on the above cannot be created overnight. Time must be allowed for teachers to plan and implement the approach educators are advocating.

We have also learned that a responsive environment is necessary for independent learning. The teacher must respond but also the classroom must have many materials and activities available to the child when he needs them. Individualized learning is not possible if children must wait to receive direction and guidance from the teacher for all learning experiences. A change must necessarily occur in the physical layout of the room. Individual needs can't be met in a room where children are desk-bound most of the day.

"The basic responsibility of the teacher includes creation of an environment that is responsive to the needs and interests of the child."

Based upon the above information and assumptions, we feel that it would be wise for the teachers of the Bethel Elementary School to use their release time at the rate of one half day every two weeks for a total of 6 days for the purpose of planning an individualized program and designing and creating a learning center situation in the classroom. This approach to inservice training provides a gradual and integrated method for change. Teachers can work with the students using new techniques and will have a chance for continuous feedback from students and other members of the staff.

Concept: 1. The Reading and Language Arts Instructional Program should be based upon a specific sequence of instruction.

Behavioral Objective: Given copies of the adopted State and Local sequences of instruction in reading and language arts, the teacher will change the format of the package so it reflects behavioral objectives and will implement the use of the sequence in his (her) classroom before the next inservice period. Accomplishment of this objective will be noted when the teacher is visibly following the sequence of instruction.

Concept: 2. A diagnostic approach is excellent for individualized reading and language arts program.

Behavioral Objective: After implementation of a sequence of instruction in reading and language arts, the teacher will use criterion reference tests (prepared by Title I) as diagnostic instruments and prescribe work for students for a two-week period based on the results of the CRT. Accomplishment will be noted when students are following a prescribed schedule fitting their needs.

Concept: 3. Learning activities are used as interventions for the learner.

Behavioral Objective: Given examples of learning stations, each teacher will prepare and implement the use of at least one learning station before the third inservice period. Accomplishment will be noted when students are using the center.

Concept: 4. Some organizational scheme for measuring and recording student growth helps effective planning.

Behavioral Objective: Given examples of recording techniques, the teacher will choose the one that he can function with and keep a visible record of student progress. Accomplishment will be noted when teacher can show each student's progress when asked.

Concept: 5. Flexible scheduling allows for efficient use of learning stations.

Behavioral Objective: Given examples of scheduling techniques, the teacher will choose or adapt the one that he can function with and implement the method in the classroom. Accomplishment will be noted when students are using the schedule at least one day a week.

ncept: 6. Presenting the structures and processes of language arts and reading is an efficient way to teach in our world of expanding knowledge.

avioral ective: Given a philosophy, the teacher will express in writing that teaching the structures and processes does not mean "teaching the test." Full realization of the above will be noted when the teacher begins teaching the processes.

ncept: 7. Concrete, multi-sensory manipulative techniques are valuable in teaching children 7 to 11 years old.

ehavioral jective: Given material to work with the teacher will prepare three different manipulatives for her learning stations. Accomplishment will be noted when the manipulatives are being used by students.

oncept: 8. The teacher will become more of a resource and consultant to each student.

Behavioral Objective: The teacher will become more of a resource and consultant to each student. Accomplishment will be noted when the teacher spends at least one half day per week listening rather than directing.

SCHEDULE FOR USE OF RELEASE TIME

November 29	Objective 1 Dr. Shore will meet with new staff to give overview of his philosophy and methods.
December 13	Continue and try to complete Objective 1
January 9	Begin Objective 2 Objective 3 Theory behind Objective 6
January 23	Complete Objective 2 Complete Objective 6 Introduce Objective 4
February 5	Complete Objective 4
February 19	Objective 3 Theory and displays Objective 5
March 15	Complete Objective 5
March 29	Continued work on Objective 3 with use of Objective 7
April 8	Continued work on Objective 3 with use of Objective 7
April 22	Ways to implement Objective 8
May 2	Implementation Objective 8
May 16	Evaluation by staff of program Evaluation by Dr. Shore

November 21, 1973

Mr. Vern Williams, Assistant Director
Division of Instructional Services
Department of Education
Pouch F
Juneau, Alaska 99801

Dear Vern:

Attached is an amendment to the Bethel Release Time Proposal I am sending as speed in the interest of time. You will note the revised objectives and revised list of requested half days from November 29, 1973 through May 16, 1974 for a total of twelve half days. You will also note that the format does not include the activity statement or the evaluation statement. However, the objectives seem extremely well written and the activity self-evident. If we can verbally agree with Bethel on the evaluation criteria, I recommend your approval of the November 29th half day request in order to allow them to take advantage of Dr. Shore's visit. Subsequently, I am sure Bethel will work out whatever other information is needed for complete approval.

Thank you for your consideration of this request.

Sincerely,

Baxter Wood
Director
Learning Support Services

BW/mjw

cc: Al Wienburg
Pat Eisenbart

PLEASE RETURN TO PRIMARY PRINCIPAL

NAME _____

GRADE OR POSITION _____

DATE _____

In-Service Evaluation

The Alaska Department of Education has requested that we evaluate the effectiveness of our half-day In-Service work sessions.

Please respond to the following:

1) Briefly explain how you used the release -time this week:

2) What difference did the fact that this release-time enabled you to work individually on the objectives stated in your schedule have on your subsequent instructional program?

3) In general, did the work you accomplished warrant the dismissal of the children at 1:00 PM so you could accomplish this work?

4)

(Criteria for Bethel Model)

ANTICIPATED OBSERVABLE AND MEASURABLE
PROMISING CLASSROOM PRACTICES*
(Classroom Management)

Teacher:

1. Organizes the school day so that students help prepare the systems to be used in the classroom (games, etc.).

2. Functions with a diagnostic style; e.g., collects bits and pieces of information about a few learners and takes action the same day or within a short period of time (prescription). Is not frustrated with long lists of "cannot's" but uses a "can do" approach with children.

3. Functions with a simple record keeping system of can do's (objectives). Records are completed "on the run."

4. Uses a scheduling device for modular scheduling part of the day. Sets certain things in motion during specific periods of time.

5. Pre-packages instruction. The pre-package is the modern lesson plan. Organizes the world for children in small steps.

6. Attempts to provide six ways to learn the same skill. Places emphasis upon multi-sensory and concrete experiences.

7. Provides self-checking devices.

8. Provides for home involvement; e.g., merit program to extend oral reading at home.

9. Saturates the environment. Students see system and order. Mastery and maintenance of skills are emphasized.

10. Uses short rapid drills daily.

11. Communicates with learners with follow-direction process words (task cards in a 1, 2, 3 approach).

12. Groups learners for specific purposes.

13. Organizes learning stations which are used daily by groups and individuals.

Students:

1. Use manipulative devices for learning.

2. Use games for learning.

*(1) Already in use; (2) To be extended; (3) Not in use--to be initiated

3. Have a regular schedule of learning events (formal lessons, seatwork, learning stations activities).

4. Have a certain number of options.

5. Help prepare the system they are to use.

6. Set goals for themselves (contracts).

7. Work with partners.

8. Work in teams.

9. Work alone.

10. Seek assistance in a number of places (task cards, model, another student, etc.) before asking the teacher.

11. Develop and maintain a number of My Own's (My Own Dictionary, etc.).

12. Observe time limits part of the day.

13. Participate in a home practice program.

14. Build I Can Do boards.

15. Participate in large group short rapid drills daily.

16. Make use of teacher-prepared task cards.

17. Can master a set of objectives in reading or math by a certain date.

18. Can reach the 70th percentile or above on a standardized reading or math test after _____ weeks of input. Note: This "can do" is a terminal objective which short term interim efforts indicate are forthcoming.

19. Can read at least an easy at-level reader independently after six weeks on input.

20. Can do the basic math at grade level (apart from story problems) in a given unit after six weeks of input.

Also, see "Minimal Requirements for All Students" (Shore syllabus Appendix A).

Robert E. Shore, Ed.D.
1/7/74

INSTRUCTIONAL PROGRAMS CONFLICT CHART

Bethel Primary
Title I appoach

Activity-Centered Instruction vs. Specific Skills Instruction

Topical	Behavioral
Subject	System
Page	Process
Job: complete assignment	Task: achieve objective
Purpose often vague	Purpose clearly stated
Enriching	Edifying and enriching
Diagnosis difficult	Diagnostic
Target teaching difficult	Prescriptive
Measurement difficult	Measurement easy
Record keeping difficult	Record keeping easy
Complex	Simple
( )	Makes use of principles of learning
Easy to assign 1 to 35	Difficult to assign 1 to 35
Emphasizes means	Emphasizes end
Irregular	Regular - drill

*Compares and contrasts the two major instructional approaches. The emphasis in American education for many years has been upon the activity-centered approach. Both approaches are useful but in the classroom management system of the modern era, efforts to individualize, even during part of the day, are hindered by an activity-centered prototype.

Copyright Mar. 1974
Robert E. Shore, Ed.D.

RESOURCE TEACHER'S NOVEMBER NOTES

	Visitation to other teachers rooms	Observation by Shore	Individual Conference	Demonstration by Shore
9:00- 9:30				
9:30-10:00	Brown, Kashatok, Zuelow, Pat			McDearmon
10:00-10:30	Winters, Haddix Hooker, Pat			
10:30-11:00	Lundy, McDearmon, Brown, Hooker, Curda	Evans		Carlisle
11:00-11:30				Brown
11:30-12:00				
12:30- 1:00			Zuelow	
1:00 - 1:30				

We had really good participation on Friday. A very short meeting with the whole school at 1:30, talking about objectives, can do's, smart charts. Breaking to two groups, mostly primary teachers together for discussion of evaluation procedures, with Dr. Shore; middle school teachers viewed slides with Dale. Then good attendance at demonstration of how to build a writing center.

The tutors met with Dr. Shore Thursday morning, Nov. 29, for slides and wanted to see him again Friday. They discussed manipulatives and then all went to McDearmon's room to work one-to-one with kids. Pat (McDearmon) was great - floating along with 20 extra people. The kids loved it.

On to Carlisle's room where I (Eisenbart) worked with kids and Curda, Zuelow, Brown, Hass, McDearmon watched Shore and listened while he talked about a scheduling board.

Then Brown's room with Curda, me (Eisenbart), Carol taping, McDearmon, Zuelow and Hass, helping kids cut up sentences, rearrange them, and read them. Great.

Then the afternoon meeting described above.

12/7/73

Jim-

I am currently spending my time like this--as closely as possible:

Each day
9:15 - 9:30 Mrs. Brown
9:30 -10:00 Mrs. Lundy
10:00 -10:30 Mrs. Kashatok
10:30 -11:00 Mrs. Haddix
11:00 -11:30 Mrs. Brown
Except
Thursday 9-10 tutor meeting

Afternoons are spent making things for Kashatok, LaPorte, and Haddix. Usually once weekly I talk with Mariann Stillner, particularly about (student). I spend a few minutes every day (maybe 10-15) with Ray Gaither (or every other day). We're working with (student) together now. Thursday afternoon Curda comes in and we "confer."

That's the true scoop for now.

Pat

2/2

Pat-

Just wanted to let you know how pleased I am with "Big" Sarah. I had her read aloud poems Friday - just threw it at her cold - and she did it like a pro. She reads well, too. She's always on time, too, which I really appreciate.

Leta

TEACHER INTERVIEW: EVALUATOR'S NOTES AND COMMENTS
May 1974

Kindergarten

Although no "official" target students were listed for the kindergartens (one kindergarten contained a special group of bilingual Eskimo students in an outstanding program) both kindergarten teachers participated directly and indirectly in the Title I effort. Their influence and good results were observed by all. Both teachers met the criteria on the promising practices checklist. Out of a total of 58 students all but 2 passed the Level 1 Scott-Foresman reading test. Five passed Level 2 into 3. One passed Level 3 into 4. The kindergartens were exemplary by any Title I or other high standards. It should be noted that one of the kindergarten teachers is an Eskimo who began her career in the Arctic group (The Alaska Rural Teachers Corps). The evaluator believes the kindergarten teachers contributed to the success of the Bethel Primary Title I Project.

Grade 1 - Teacher A

Options always on the board
Students wrote in journals
"Title I got me there; I wasn't trained to do these things."
Math objectives in roll (grade) book; excellent system
Some phonics objectives spelled out
Use of objectives: definite guiding source but not step by step
"I would saturate more."
Engineered the environment; used packing cases
Very diagnostic in math but less so in reading
Punch card record system for individuals not too good
No post office

Grade 1 - Teacher B

Developed a saturated environment
Taped activities for Open House record
Improved record keeping
Made better use of aides
Solved scheduling problems
"Before I made it too complicated."

Grade 2 - Teacher A

Excellent saturated environment
Guided by the Scott-Foresman levels
Offered free day every week
Strong directed teaching input
Continued to use resources to maintain what was learned
"They knew schedule each day" - 20-25 minute modules
Much pre-packaging
Not much self checking
Tried to teach the same thing in different ways
Grouped sets of sight words

Grade 2 - Teacher B

"I want more learning centers in my classroom."
"Target group needs to be guided; they don't work well on their own."
"The slow don't finish a lot."
"We met in small groups for basics at a different time from centers."
"Special resources were used after regular work was finished and during free time."
"Fast students always eager to do more."
Scheduling is a problem
Keeping up resources is a problem. "Students do the new things and tire quickly."
"We used English dittoes, much phonics activity, and a spelling workbook."

Grade 2 - Teacher C

Taught four or 5 basal reading groups
Accepted assistance in pre-post testing
Used many sources for basic reading instruction: Scott -Foresman, Alaskan Reader, old readers
At first students worked every workbook page, but not now. "I remember what they need to work on."
Math book is a guide; students work at own pace. "I had to do some grouping because they got ahead of me and themselves."
Teacher directions are on the chalk board
Excellent dictionary skills center
Some good task cards observed
Students wore out 2 sets of memory cards with pictures and words

Grade 3 - Teacher A

Excellent saturated environment
Used math checklist and CRT book
Excellent punch card for scheduling and record keeping
Most of the criteria in the promising practices checklist were met on a very high level

Grade 3 - Teacher B

"Multi-age levels need to accomplish specific work lists and can do's by a certain date."
"Minimal requirements need to be set"
"We need more depth"
Stories around the world were excellent
Well-traveled parent resource added greatly to this program. Concepts were developed.
Used stations at times
Strong directed teaching input
Excellent presentation of art. Participants felt good about themselves.

COMMENTS BY RESOURCE TEACHERS

Regarding being effective under new conditions of accountability in a new educational era: "We have not made a giant leap but have made a first step."

"...haven't put it all together."

Pleased to know: "no negative comments for Title I" (this year).

There have been some instances of:
"lack of cooperation; locked door policy."
"referral of target students but no releasing."
"lack of use of certain recommended materials."
"some refusal to use tutors." (The exception not the rule.)

We recommend:

"a problem solving approach (centering on specific children) with specific examples and small steps."
"increase the training of students to use the resources."
"emphasize a follow directions system for K-3."
"keep the high expectation level for all."
"emphasize trusting children. (We make them too dependent.)"

"People are beginning to think about what they are doing. A philosophy of education is developing." (Open classroom vs. an academy.) "Can talk about it."

"We have had tremendous faculty meetings and committees."

"Need more drill."

We have:

"increased sight word load."
"increased manipulatives and games."
"had more requests for manipulatives and games to be made; the tutors have helped here."
"increased classroom saturation of concrete experiences."
"improved record keeping."
"had a strong directed teaching segment."

"Everyone is beginning to look at objectives." (Effort in the math area was more organized than in the reading area.)

Learning stations "aren't strong" ... "are too typical, interest-centered, and irregular."

"There has definitely been a CRT approach at Bethel Elementary; we developed a Fountain Valley cross reference."

COMMENTS BY READING COORDINATOR

"Target teachers sent students when they were ready for a level test."

"Preparation for the levels tests has improved this year."

"Tutoring by high school students and paid aides paid off."

"The tutors were all very faithful."

"The quality of the reading program has improved this year."

"The tests are hard. Students get 75% to 80% right. The top students do better."

"For the first time all kindergarten children in two classes (N=58) passed the Level 1 Scott-Foresman reading test; only two fell below the 80% level." Note: Special bilingual students were not in these groups.

Reading Coordinator recommendations:

1. Need additional materials for variety and added input.
2. Need an index of skills and sources.
3. Need dictionary skills beyond Level 7.

COMMENTS BY SOME REMARKABLE TUTORS* AND AIDES*

"Some target students have a tough time socially."

"Many do a lot on their own. Even though they are in the target group many are independent and good workers."

"Some get discouraged when they get behind."

"Students race and make errors; most weren't ready to work independently. They need to be trained."

"When I went here (Bethel Elementary) we sat in rows and all read the same book. (But) "we did more."

"More room to goof now."

"High school gave me all this freedom and I didn't do anything."

"Later on it has to be independent."

"The math period is too long."
Teacher A: "If it's sinking (the class) she stops."
Teacher B: "She just keeps working."

"We should follow the kid's energy."

"Seems like we do the same thing every day; need to choose more."

"Can't choose much with a boss in the room."

"When a student has enthusiasm for something we should do it."

"His thing doesn't always fit in with what we are doing; need to follow up."

"We need to turn kids on. They like things they can work with their hands. Examples: folding, making hats, tying, making a pig's face. It's better than reading the whole book. (Make supplementary items to enrich the story.)"

"Students try to go too fast; they compete."

"Hard to slow 'em down."

"Yes, they understand what they read."

"We have a big spread."

*Knew target students as well as the teachers.
Note: Some tutors and aides felt that they could predict who would succeed. All tutors and aides learned the language of teaching.

e. Describe the nature and extent of community and parent involvement in this Title I project. Include a description of the activities of your Parent Advisory Council.

Goal III for Bethel Primary Title I states: To coordinate and/or help coordinate the efforts of all target teachers with the school nurse, Dr. Hurwitz from Bethel P.H.S., at least 15 community tutors, Special Services, and school-community facilities as measured by schedules, observations, reports, memos, and other data.

Administrators, coordinators and resource persons, teachers, special services staff, and the community liaison worker attended the following meetings:

1. Numerous Title I and Special Services meetings at the school
2. Meetings with the Medical Health Nurse (YKHC)
3. Meetings of the Parent Advisory Council
4. Meetings with interagencies
5. Meetings with Dr. Smith of P.H.S.
6. Meetings with Legal Services, Hospital Social Services, Day Care Center, and parents

Documentation of these sessions was found in the detailed log maintained by Mrs. Lucy Crow, Community Liaison Worker. In addition, the Bethel Primary Evaluation Chart maintained by the Title I Coordinator also contains a record of these sessions (see Appendix F).

It is to be noted that there are numerous agencies in Bethel, "but find out what they do." The record states: "The people can't make use of the services." One family was observed to be on welfare for twelve years, but they were not visited once; the children are abused. The Community Liaison Worker had difficulty getting the cooperation of the State Welfare Officer.

The community tutoring program was a major strength of the 1973-74 Bethel Primary Title I Program. A sample of tutor involvement is contained in the Target Teacher section of this report (Goal I). (See Comments by Some Remarkable Tutors and Aides.) Teacher Form A contains part of the tutor/aide involvement documentation. (See School-Community section, p. 50 . The evaluator observed the high level of tutor/aide performance many times. Administrators and teachers commented frequently to the evaluator about the excellent work of the tutors and aides. Bethel Regional High School volunteers were outstanding.

In conclusion the nature and extent of community and parent involvement in this Title I project were exemplary.

Parent Advisory Council

Julia Beaver - Kasigluk

Martina Angaiak - Tununak

Tom McIntyre - Euk

Katie Kernak - Napakiak

James Peter, Sr. - Akiachuk

Chrissie Shantz - Bethel

Oct. 11 Dale, Lucy, Orie, Pat will meet Thurs. at 2:00 in Rm. 34.

Mrs. Shantz wants to get into baking. Can we get a portable oven or small stove?

Parent Advisory Council. Can they come for a meeting to let them know what's going on in elementary school. Next week at this time. One or two at a time.

Parents want to come into high school. Lucy has received a call.

Dale in elementary Tues. and Thurs. Fri. is for administration.

Coordinator's meeting starting next Thurs. at 3:30-4:00.

Amendments to project on Sandy's desk.

Lucy should get on radio - Yupik - things that are happening at school.

Dec. meeting - PA Council

Mrs. Brenneman found out that school board meetings were open to parents and community. Discussed video taping in elementary school. Talked about problems in Middle School.

March meeting - PA Council

Plans for next year. Mrs. Shantz thinks we need to go into vocational education. Most parents wanted more aides, particularly parents, in the classroom. We went over the possible proposal for next year.

Note: 12/3//73
Pat McDearmon just told me she thought the inservice was excellent. The first time she ever felt the time was worthwhile. With the demonstrations in the morning and then time to work on the ideas in the afternoon, she felt a lot had been accomplished.

Other PAC meeting dates: Oct. 18, Oct. 25, Nov. 8, Dec. 20.

Reported by Pat Eisenbart

Goal IV for Bethel Primary Title I states: To coordinate the visiting of 100% of target students' homes and establishing or reinforcing of communication between home and school as measured by observations, reports, questionnaires, letters, and other data.

OBSERVATIONS AND REPORTS OF HOME VISITS RECORDED BY MRS. LUCY CROW,* COMMUNITY LIAISON WORKER

Note: The volume of field notes and data gathered in home visits by Mrs. Lucy Crow, the teaching staff, and administrators is so great that only a sample can be recorded here. Lucy Crow's efforts as a community liaison worker were exemplary in every way. This evaluator has never seen such extensive home contacting in other educational systems.

Lucy Crow visited in the community all hours, all days, all places. Commented Lucy, "When you walk you have lots of contacts. When it is real cold I take a cab."

Lucy observed happy homes and homes with severe problems. In a visit to an adult education class to tell participants about their children who never came to school, Lucy stressed that it was the parents' responsibility to get children to school. Most of the parents blamed older children for not bringing the little ones.

The numerous meetings attended by the Community Liaison Worker are described under Goal III, p. 47.

The Community Liaison Worker facilitated the following:

- Free meal applications
- Family services "hook up" with numerous State and Federal agencies. Many families cannot avail themselves of family services without special assistance.
- Preparation of health forms
- Communications between grandparents and parents regarding children
- Contacts for employment for parents as tutors, food service helpers, etc.
- Problem solving for specific children
  - Example: "Met few minutes with (principal) about _____'s daughter who keeps losing things and blaming other girls. Decided to get a box with her stuff and place it in (principal's) office closet."
- Escorting of parents to school to see teachers and other personnel

*A very articulate Eskimo woman with an initmate knowledge of the entire region and its problems.

EXCERPTS FROM LUCY CROW'S SCHOOL-COMMUNITY COMMUNICATIONS LOG

"Nice home."
Appeared before the Magistrate (special welfare case).

"Father mentioned he never knew before how their kids are doing in school. Now he is being notified about Brian where both parents are able to encourage him. Agree to visit again Jan. 21."

"Drinking mother sent by father to village to alleviate drinking problem. He noticed the kids are settling down."

"Brian missed his older brother that died one year ago and has been acting childish since."

"Welcomed Mrs. _____ bringing (her child) to school who missed three years of school. Told her to be sure and bring him in again tomorrow."

"Lacked clothing.
Had to stay with friends and relatives because father went to the crab cannery. Left without oil -- everything frozen at home."

"Willie ____, age 6, has been in Bethel since November and has been in five homes...waiting to hear word from Social Service (hospital) where to put him. Anchorage?"
Showers at school."

"Observed: no smile, quiet child."

"Observations of home behavior of adults which was detrimental to the progress of children:

Excessive use of alcoholic beverages
Seemingly improper use of welfare funds which are not directed toward the maintenance of the children
Some parents did not want anybody "rattling the cage"
Some parents (4 families in one report) do not sent their children to school. Parents who have this behavior are numerous. The number might reach 20%, however, this percentage has not been documented."

Reasons for lack of attendance:

Illness
No interest in school
Visit to village or Anchorage due to holidays or family problems
Separation of parents
"Gone fishing"

Sum: Most parents responded positively. Lucy Crow, Community Liaison Worker, made a major contribution to the success of the 1973-74 Bethel Primary Title I Program.

Title I target teachers:

In order to facilitate our end of the year reports, we are putting together a check sheet listing some of the objectives of the program. Most of the objectives will be checked by us, but some can only be done by you. Therefore, the attached sheet. If you could put this in a prominent place and note when you do one of the objectives it will save us all a lot of work in April. Some of the items may be used continuously and you may note that. The item we are really concerned about is home visits. If you could write the date next to the name each time you make a visit it will really help.

Thank you,

Carol & Pat

November 7, 1973

TEACHER FORM A

Name_____

Grade_____

Home visits:

Use of audio tapes:

Use of programmed texts:

Use of local people on a 1-to-1 basis:

(This form was made up by the resource teachers.)

FEEDBACK FOR
TEACHER FORM A

Teacher: LaPorte
Grade 1
Number of students: 6
Number of home visits: 7
Comments: Mother and father (of one student) work; not interested in home visit when contacted
Numerous encounters at school and on the street. (Reference to parents of another student.)
Use of audio tapes: Once a week
Use of programmed texts: Daily beginning Jan 2 for each of above children.
Use of local people on a 1-to-1 basis: Matthew, Charley and Exenia have contact with at least three local people a day outside of classroom teacher where they receive some individual attention. Dorothy, Garrett and Peter also have contact with three people a day outside of the classroom teacher.

Teacher: Duffey
Grade 2
Number of students: 19
Number of home visits: 6
Comments: Mother at school sees me frequently (reference to one student).
Father drops in frequently to discuss papers and problems he's having with Jason.
Mother drops in frequently. (Mother of Sara.)
Mother is available at school and helps. (Kenneth's mother.)
Use of audio tapes: Almost daily
Use of programmed texts: Two or three times per week
Use of local people on a 1-to-1 basis: Sarah, high school tutors, middle school tutors

Teacher: Kashatok
Grade 3
Number of students: 12
Number of home visits: 9
Use of audio tapes: Used all the time
Use of local people on a 1-to-1 basis: Used daily

Teacher: Winters
Grade 3
Number of students: 3
Number of home visits: 1
Use of audio tapes: None in home room; some with Orie, I think.
Use of programmed texts: None
Use of local people on a 1-to-1 basis: 3 different people

Teacher: Brown
Grade 1
Number of students: 5
Number of home visits: 5
Use of audio tapes: Daily
Use of programmed texts: Daily
Use of local people on a 1-to-1 basis: Mrs. Stillner

Teacher: McDearmon
Grade 1
Number of students: 8
Number of home visits: 3 (two others attempted)
Use of audio tapes: Almost daily
Use of programmed texts: Ginn Word Enrichment Program
Use of local people on a 1-to-1 basis:

December 3, 1973

TO: Jim Zuelow and Lucy Crow
SOS, Primary School

FROM: Sue Taylor
Bethel Day Care Center

SUBJ: Walter Heckman

Dear Jim and Lucy,

As you know, I have been trying to get Walter to attend the Day Care Center since last August. I talked with Dr. Stillner in September and have been waiting for him to inform me of the latest developments.

In the meantime, I have discovered that Walter is in school,but because I told Stillner I would continue to carry Walter on the books, I have been doing such. I still have received no "official" word from Dr. Stillner.

Because I am tired of waiting, and because you two have genuine concern about Walter, I would like to begin working together on this problem. On Friday, Nov. 30, I saw Walter standing outside the school, looking bewildered. I had just piled the afternoonkids in the truck and asked Walter what he was up to. I tried to find both of you but guess you were tied up somewhere. As it turned out, I gave Walter a ride home, and the other kids were talking with him. It was rather a nice trip.

When I got to his house, I talked with both George and Theresa Heckman. They said they would be glad if Walter attended Day Care Center when not in school. The first step, then, is now complete. Our problem now is transportation and timing. I'm sure we can work these out. I would prefer that YKHC pick Walter up anytime in the morning, but I have doubts that YK would be so cooperative. We can try and work with them and see if they would like to be a service organization or continue being one of the most self-servicing agencies in town. If they won't help, you can depend on the Marina boys or myself.

Let me know what you think. By the way, Molly Patton now attends here in the mornings. Thanks for your cooperation.

Sue -

cc. Dr. Stillner, YKHC
George and Theresa Heckman

BETHEL SOCIAL SERVICES, INC.
A NON PROFIT COMMUNITY SERVICE ORGANIZATION
P.O. BOX 271 543-2145
BETHEL, ALASKA 99559

December 9, 1973

Alvin Ivanoff, Deputy Director
Y.K.H.C.
Bethel, Alaska 99559

Dear Alvin:

I am writing in regards to Walter [illegible], son of George and Theresa Heckman, who is presently enrolled in Kindergarten. At the present time, Y.K. is assisting this family by picking up the kids for school, because the older boy, Willis, has a broken leg. I understand this assistance will soon ceases The schedule has not worked too well for Walter who stands around the school or waits outside until 3 00p.m., waiting for his brother and for the Cold Weather bus. During the last week, I have brought Walter down to the Day Care Center after lunch and have used my own car to take him home.

After talking with his parents and with school personnel, we have all decided that it would be best for Walter to attend the Center for a half day. I cannot take Walter in the afternoon because I would be unable to get him home and also, my enrollment is already too high. If Walter could attend the Center in the morning, I could take him to school at 11 45, make sure he gets lunch and attends school, and then he could go home with his brother on the bus at 3 00p.m. The school would be able to change his enrollment to afternoon Kindergarten.

There is only one problem with this grand plan: transportation. Jerry or I already spend much of our time and use our vehicle in the morning to pick up eight children in Housing and one on the Highway to attend the Center . Thus, I would like to know if Y.K. could pick Walter up in the morning, at your convenience, and bring him to the Day Care Center. I spoke to Daisy about this on Friday, but she, of course, could make no committments. I believe it is a justified use of your vehicle and driver.I assume that some other people on your staff, who are involved with this family, would have to agree.

I hope you will consider my request and let me know your decision as soon as possible. Thanks for your time.

Sincerely,

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Susan Taylor, Director
Children's Services

cc. Dr. Stillner, Y.K.H.C.
Jim Zaslow, S.O.S.
Lucy Crow, S.O.S.
Elvina Turner, Y.K.H.C.
Daisy Lamont, Y.K.H.C.

cc. George & Theresa Heckman

12/15/73

To: Mr. Jim Zeulow
Mr. Laverne Etter

Dear Jim and Verne:

I would like to compliment you both and your staff especially Lucy Crow and Ray Gaither on organizing and perpetuating a multi disciplinary cooperative effort regarding Bethel families that display educational and socio-medical-psychological problems.

Your Wednesday evening meetings offer a good forum for a concrete multi level cooperative effort between us all (BIA, DC & FS, PHN, PHS, BIA, YKHC, LEGAL SERVICES, DAY CARE CENTER, and THE PRIMARY & MIDDLE SCHOOLS).

I have found our effort challenging and rewarding and look forward to a good New Year that will further our combined efforts on tangible issues.

Sincerely yours,

Verner Stillner, M.D.

cc: Mr. Al Weinberg
Ms. Lucy Crow
Mr. Ray Gaither

SAMPLE OF TYPICAL INTRA-SCHOOL COMMUNICATION
FOR PRIMARY SCHOOL AND FOR MIDDLE SCHOOL

The following students were absent from school at least 1/4 of the time second quarter. Some of the absences are due to Slaviq and to sickness but most are simple cases of chronic absenteeism.

We rely heavily on teachers to counsel students and to work with them in any way possible. Please establish a rapport with several of these students if you can. Your contact with them on a daily basis may be enough to encourage them to come to school. You may also be able to help them solve their problems with getting to school on time (cold weather, bus, etc.).

The second quarter had a total of 40 days in it.

Name	Grade	Times Absent	Notes
(Listing)			

MEMORANDUM State of Alaska

TO: Mr. B. A. Weinberg, Regional Superintendent
ASOSS, Bethel

DATE : November 18, 1973

FROM: Jim Zuelow, Principal
Bethel Primary School

SUBJECT: First Quarter Attendance Report & P.L. 874 Survey

Enclosed are subject items. The P.L. 874 survey cards are in the same order as the names appear on the quarterly report to expedite your checking. Since the Primary School does not have adequate secretarial support, many corrections on the quarterly report were simply inked-in and errors in alphabetizing of names left as is. The corrections and errors are not numerous, however.

I would like to call your attention to the attendance data shown on the quarterly report. Our absentee rate during the first quarter this year was just over 6%. This compares with a rate of just over 8% on last year's first quarter report. Incidentally, the Middle School rate this year is also just over 6% (I could not locate the report for the same period last year).

The improvement in attendance is due in large part to the efforts of the Primary School's Title I program and in particular to the efforts of Mrs. Lucy Crow, Community Liaison for Title I. Additionally, Mr. Ray Gaither, Primary & Middle School Counselor, has been very helpful in our campaign to reduce absenteeism.

I would also like to call your attention to the decline in enrollment in the kindergarten classes. Our current enrollment of 37 compares with 66 for the same period a year ago. If this decline is maintained, we will, with proper planning, be able to concentrate our teaching staff resources towards a more individualized approach to education. Rather than simply do nothing and loose staff positions, our efforts should be aimed at developing an individualized instructional program that will permit us to take advantage of the lower pupil-teacher ratios allowed by regulations governing special education programs in Alaska. This will require a change, however, in the way in which the present Special Services program is operated. The present program was not designed to fit the realities of program financing or local instructional needs. As such, I suggest we begin now to work for the development of an educational program that will permit enrollment declines to help us concentrate our educational resources without the need for staff above what we currently have.

Finally, a large amount of work went into the P.L. 874 survey. Our copy machines will not reproduce the various ink colors found on the cards and as such we would like to copy the cards on your machine. Please advise when a member of your staff could do this. The data shown on the cards is especially important if serious thought is to be given to a locally-controlled school system.

cc: S. Murphy
L. Crow
R. Gaither

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Jim Zuelow

Dale Curda

APPENDIX A

DEFINITIONS - BETHEL TITLE I

K-3 1973-74

Target teachers: Teachers who have shown greatest interest and initiative towards the Title I Program.

School personnel: Anyone involved with the school. May include students.

Target students: Those students identified as needing supplemental help through one, all, or a combination of:

1) FY 73's target population
2) Deficiency by 75% or more in at least one category of the Slingerland tests
3) Functioning at least 3 levels below average in the Scott-Foresman reading program
4) School personnel referrals

Community tutors: People solicited from the community, either paid or volunteer, who work with the teacher to meet individual student needs.

Community-school facilities: Examples: Radio, TV, newspaper, Instructional Materials Center (Room 11 Primary School)

Perceptual test: Test which deals with each individual's visual auditory perception and is not based upon standardized norms.

Scott-Foresman level tests: Standardized tests to determine which level the student should be in the Scott-Foresman Reading Program. Leveling is as follows:

K - Beginning
Grade 1 - Level 2 (pre-primer)
Level 3 (primer)
Level 4 (book)
Grade 2 - Levels 5 and 6
Levels 7 and 8
Grade 3 - Levels 9 and 10
Levels 11 and 12

ALASKA STATE-OPERATED SCHOOL SYSTEM
AIDE TRAINING WORKSHOP

Date: January 29-31, 1974
Place: Bethel
Time: 9:00 a.m. - 4:30 p.m. Daily; 7:30 Evening Sessions

AGENDA

FIRST DAY - WHO AM I? WHAT AM I EXPECTED TO DO?

9:00 Opening Session

Welcome
Introduction
First Day Agenda and Objectives
Organize Small Groups (Participants to be appointed as leaders)

10:30 Break

11:00 What Is An Aide?

Small Group Activity Followed By General Feedback Session.

12:00 Lunch

1:00 How Does It Feel To Be The Child Who Has A Hard Time Learning?

Small Group Learning Station Activity

2:30 Break

2:45 Who Is The Target Child?

Small Group Discussion Of How It Feels To Have A Hard Time Learning and Doing. (Each participant to relate observations to a child he works with.)

3:30 Feedback and Evaluation

4:00 Adjournment

7:30 Is There A Better Way?

"This Land, Our People" (Film)

Discussion

AGENDA

SECOND DAY - WHAT AM I EXPECTED TO DO? HOW DO I DO IT?

9:00	Opening Session
	Review First Day Activities and Objectives Introduce Second Day Agenda and Objectives
9:15	How Do Children Learn? (The case for individualized instruction)
	Whole Group Presentation Using Demonstration Activities Wherever Possible
9:45	How To Turn Plans Into Action . . . Methods
10:15	Break
10:30	How To Turn Plans Into Action . . . More Methods
11:30	"How To's" For Working With The Child Who Has A Hard Time Learning
	Whole Group Session Pre-Test/Post-Test On Third Day
12:00	Lunch
1:00	How To Turn Plans Into Action . . . Materials
2:15	Break
2:30	How To Turn Plans Into Action . . . More Materials
3:30	Feedback and Evaluation
4:00	Adjournment
7:30	Games From IMC

AGENDA

THIRD DAY - HOW DO I DO WHAT I'M EXPECTED TO DO? HOW DO I KNOW I'VE DONE IT?

9:00 Opening Session

Review Second Day Activities and Objectives
Introduce Third Day Activities and Objectives
"Sometimes Even The Best Plans Don't Work!"

9:15 Help! I Don't Know What To Do!!

Discussion of Common Problems

10:15 Break

10:30 Evaluation . . . What, Why, How?

11:00 Workshop Evaluation

Small group learning stations

Rating Scale - Seat-Of-The-Pants Evaluation
Pre-Test/Post Test (Give post test for characteristics of target children)

Questionnaire Suggestions

12:00 Lunch

1:00 Review

What Is An Aide? - List of Duties, Plan For New Booklet
What Is A Target Child? - Anna's Masterpiece
How To's For Working With A Target Child

2:00 Break

2:15 When I Go Home

Group According To Project To Discuss

How To Share Workshop With Teacher
Suggestions For Additional Training

2:45 How Do We Work Together?

Whole Group - Rap Up Session

3:00 That's It!! Adjourn

SUGGESTED STANDARDS FOR STUDENT AIDES

For grade of C:

1. Regular attendance
2. Cooperative attitude
3. Gets along with children
4. Completes tasks as required
5. Can locate materials and equipment in room

In addition, for grade of B:

1. Can operate equipment without help
2. Undertakes routine tasks without being asked
3. Knows when to help children and when to leave them alone
4. Is able to keep busy all period
5. Can locate material and equipment in library and storage areas
6. Is liked by children

In addition, for grade of A:

1. Is automatically helpful when new or different situations arise
2. Makes helpful suggestions to teacher
3. Can take responsibility for small groups of children for specific purposes
4. Can make simple teaching aids for classroom use
5. Gives evidence of really caring about children

APPENDIX D

To: B. A. Weinberg
Regional Superintendent
Bethel Schools

Date: 10/25/73

Subject: Request for specific job description, Title I Community Liaison

From: Dale Curda
Title I Coordinator

Initial job description in submitted Bethel Title I Proposal.

"(Half-time Elementary; half B.R.H.S.) Must be native of Yukon-Kuskokwim Delta, bilingual in Yupik and English. Should be familiar with the region and its villages. Experience in community relations activities desirable. This is not a certificated position."

"The Community Liaison Worker will do a great deal of field work. She will counsel students with specific problems, talk with parents and interested people, and interpret the program to the community."

Addendum:

The Liaison's specific responsibilities will include:

Visiting the homes of Target students at least once during the school year.

Disseminating information about Title I:

- Everyday, through Bethel home visits.
- Weekly, through radio-T.V. announcements, bulletins.
- Every village visit through conversation, letters, slides and/or video tape. (B.R.H.S.)

Helping to organize and coordinate the Parent Advisory Council.

Coordinating the visits of village parents to Bethel. (B.R.H.S.)

Receiving and transmitting feedback from the village(s) to the Title I staff regarding program operation.

cc: S. Murphy
L. Winters
J. Zuelow
L. Crow
L. Middleton
R. Shore
Title I Staff Elementary
Title I Staff High School

TYPICAL ANNOUNCEMENT ABOUT COMMUNITY LIAISON WORKER'S AVAILABILITY

Lucy Crow will be in Elementary School at 1:30 p.m. each day for one (1) hour.

Will be on call for emergencies all day at 3-2440.

Will make home visits each afternoon starting at 4:00.

(Observed by evaluator during May visit)

(Note: Mrs. Crow used her own Citizen's Band Radio to reach all villages around Bethel and to reach parents within Bethel.)

BETHEL PRIMARY EVALUATION CHART

APPENDIX F

MEETING WITH PARENTS IN SCHOOL	1 / 1 Phoebe DMI Ellen Lantis
PARENT ADVISORY MEETINGS	ANVIL NABOLDSON 11/20/13 LUCY ANVIL SMILE DOENNIMEN PAT 4/24/14 MARTIN 2/25/14 C. SHANTZ M. CHIEF P. EVAN C. ANVIL J.B. P.E. C.N. D.C.
HOME VISITS CHARL DALE PAT	THL THL not all specified
SCHOOL BOARD MEETINGS	OCT NOV No DEC JAN 15 JAN 29 2/7 3/19 D.O.C. D.O.C. MEETING D.O.C. P.E. J. HOOT P.E. P.E. P.E. P.E. C.N. DOC. P.E. CA. L.C. D.C.
TITLE I STAFF MEETINGS INDIVIDUAL WEEKLY	10/8/13 10/6/13 3/25/14 A.C. P.E. C.N. D.O.C. 10/25/13 1/24/14 11/9/13 1/25/14 LC. Hopkins 3/6/14 not all specified
FORMAL MEETINGS WITH TEACHERS FACULTY TUES - STAFF MEETINGS	SEPT OCT NOV. DEC MARCH 19 TUTORS TUTORS SHORT 26 TI MARIA 35. TI JAN no of funds FY'15
COMMUNITY TUTORS, CONSULTANTS	SARAH PHILLIP MRS HANESAY BRIAN SANDERS MARTHA HINZ 1/28/14 PLUS BRHS vol OCT 8 CHRIS NICK 1/16/14 W THE CHIEF ANN ANVIL 1/16/14 ESKIMO DANCING ELMER GUNTALIK 1/28/14 CONNIE D.
IN-SERVICE DATES FROM PAT	NOV. DEC JAN FEB MARCH APR MAY SHORT 9th 19 1/31 - 2/3/13 23rd not all specified

VISITATION PARENT CONFERENCES	GRACE HAROLDSON in STANDARD
ADMINISTRATIVE MEETINGS THURS – 10 AM ST. Z. WED – 10 AM LW	COORDINATING 1/27/94 J.Z. 111 1/33/94 L.W 1/24/94 J.Z 2/5/94 J.Z not all specified
COMMUNITY – STATE RESOURCES	
CLASSIFICATION	DOC. INTERVIEW BY J. PAT OCT. DEC VTA BY TITLE I XMAS PROGRAM (PUBLICITY) JAN 15 REPORT SCH BD MEET 22 CHAD 78 TI PARENTS 4/24/94 PAT ELAINE ANN TUTORS RADIO 5/19/94 SCH BD CHAIRMAN A.C. P.E. C.H. D.C. MAY RPS on KYUK
REGULAR SCHOOL PROGRAM	SEE IN-SERVICE CASE CONFERENCES
CONFERENCES, WORKSHOPS, VISITATIONS,	NOV. 1,23 HEAD-IN ANCH IMLE PAT CANCEL JAN 3-4 VISITATION PAT-ELAINE INTERIOR CHURCHES DEC DEC. TI WORK JAN 31 - FEB 1 AIDE WKSHOP TI PRESENTATION PLANNING 2/19-22/94 FED PROG WKSHOP - D.C. P.C. 3/4-5/94 NEA - C. HOOKER
D.O.E.	OCT 15 93 QUAR REPORT NOV 27-30 L. MIDDLETON QUAR REPORT
SCOTT-FORESMAN STINGER LAND ATTITUDES	PRE TEST SEPT-OCT POST MAY

Cogford STOCK No. 7525